DOCUMENT RESUME

ED 376 449 CS 011 891

AUTHOR Denner, Michael, Comp.
TITLE Reading Recovery Research, 1986-1992: Citations and Abstracts from the ERIC Database.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE [93]
CONTRACT RI88062001
NOTE 25p.
AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5).
PUB TYPE Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Early Intervention; Elementary Education; Program Descriptions; *Program Effectiveness; *Reading Difficulties; Reading Research; *Remedial Reading
IDENTIFIERS ERIC; *Reading Recovery Projects

ABSTRACT

This annotated bibliography of material from the ERIC database presents 48 annotations on the topic of research on Reading Recovery. The bibliography begins with: (1) a 2-page Education Research Consumer Guide entitled "Reading Recovery" (which defines the topic and answers some pertinent questions about it; and (2) a sample ERIC abstract. Entries in the annotated bibliography are grouped under the topics of Reading Recovery project descriptions; evaluative, feasibility and technical reports; and miscellania. The journal articles, books, reports, practica, conference papers, and theses in the annotated bibliography were published between 1986 and 1992. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 376 449

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Reading Recovery Research

Citations and Abstracts from the ERIC Database

[redacted]
Michael Denner

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47408-2698

BEST COPY AVAILABLE

Education Research Consumer Guide

Number 3 December 1992

Reading Recovery

What is it? Reading Recovery is an early intervention program to help low-achieving 6-year-olds learn to read. Originally developed by New Zealand educator and psychologist Marie M. Clay, Reading Recovery provides an alternative to traditional reading practices for educationally disadvantaged and learning-disabled students (Lyons, 1991).

What are the components? There are three main components: The **Diagnostic Survey**, the **Tutoring Session,** and **Teacher Training.** The examiner administers the survey to each child and uses the results when working with each child individually. The tutoring session includes: reading known stories, reading a story that was read one time the previous day, writing a story, working with a cut-up sentence, and reading a small new book. The teacher systematically records what the child is doing, and these observations form the basis for the next lesson. Lastly and most importantly, in a year-long intensive course, teachers are trained in Reading Recovery procedures and in the theories and practices of effective reading instruction.

What are the special features of the program? Children who are among the lowest achievers in reading within a class are selected to receive 30 minutes of daily one-on-one instruction for a period of up to 20 weeks. Reading Recovery instruction has the following characteristics:

- Teachers focus on each student's strengths, not deficits;
- Students learn strategies that help them to become independent readers;
- Students learn to read by composing and writing their own messages;
- Teachers base instruction on detailed analysis of student behavior and knowledge;
- Students are taught how to predict, confirm, and understand what they read; and
- Teachers can select student reading materials from over 2,000 small books of increasing difficulty.

What are the results? Most children who complete the Reading Recovery program can perform within the average achievement range and do not need remedial help again. These children continue to make progress in their regular classroom instruction and in independent reading (Gaffney, 1991).

Why does the program work? Professor Michael Opitz (1991) gives nine reasons why he believes that Reading Recovery is successful, including the following:

- The program is based on a reading theory that emphasizes meaning;
- Children's reading and writing behaviors are thoroughly analyzed, and diagnosis is an ongoing part of instruction;
- Children are taught reading strategies that they apply to connected text; and,

- Instructors learn to use strategies identified as being characteristic of effective teachers.

Where has this program shown results? The National Diffusion Network (NDN) of the U.S. Department of Education selected Reading Recovery for special recognition and dissemination. To date, the program has been implemented in 38 states, the District of Columbia, four Canadian provinces, Australia, England, and New Zealand (*Reading Recovery Directory, 1992–1993*).

Where can I get more information?

Carol Lyons
The Ohio State University
Reading Recovery Program
200 Ramseyer Hall
29 West Woodruff Avenue
Columbus, OH 43210–1177
(614) 292–7807

Billie Askew
Texas Woman's University
College of Education and Human Ecology
P.O. Box 23029
Denton, TX 76204–3029
(818) 898–2227

Gilbert N. Garcia
National Diffusion Network
U.S. Department of Education, OERI
555 New Jersey Avenue NW
Washington, DC 20208–5573
(202) 219–2161

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408–2698
(812) 855–5847

References

Allen, Debra G. "A Literacy Program Improvement Plan for Low-Achieving First Graders Using Reading Recovery Strategies." Ed.D. Practicum, Nova University, 1991. ERIC Number ED 329945.

Clay, Marie M. "Reading Recovery in the United States: Its Successes and Challenges." Paper presented at the American Educational Research Association, Boston, MA, April 1990. ERIC Number ED 320125.

Gaffney, Janet S. "Getting Started in a School System." *Reading Horizons,* 1991, 31(5), pp. 373–383.

Hill, L.B. and Hale, M.G. "Reading Recovery: Questions Classroom Teachers Ask." *The Reading Teacher,* 1991, 44, pp. 480–483.

Lyons, Carol A. "Reading Recovery: A Viable Prevention of Learning Disability." *Reading Horizons,* 1991, 31(5), pp. 384–408.

National Diffusion Network. *Reading Recovery 1984–1989, No. 4.* Ohio State University, Columbus, OH: 1989.

Ohio State University *Reading Recovery Directory, 1992–1993.* Columbus, OH: 1992.

Opitz, Michael F. "Hypothesizing about Reading Recovery." *Reading Horizons,* 1991, 31(5), pp. 409–420.

by Robert L. Thomas

This is the third *Education Research CONSUMER GUIDE*—a new series published for teachers, parents, and others interested in current education themes.

OR 93–3058
ED/OERI 92-38
Editor: Margery Martin

Education Research Consumer Guide is produced by the Office of Research, Office of Educational Research and Improvement (OERI) of the U.S. Department of Education.

Lamar Alexander, Secretary of Education • Diane Ravitch, Assistant Secretary, OERI

Francie Alexander, Deputy Assistant Secretary, OERI
Milton Goldberg, Director, Office of Research

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass.; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

Reading Recovery Project Descriptions

AN: ED347512
AU: Pinnell,-Gay-Su
TI: **Restructuring Beginning Reading with the Reading Recovery Approach. Fastback 328.**
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1991
AV: Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($.90 per copy; $.75 for members; quantity discounts).
NT: 37 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Grade-1; Primary-Education; Program-Descriptions
DE: *Beginning-Reading; *Program-Implementation; *Reading-Programs; *Remedial-Reading; *Teacher-Role
AB: Suggesting that Reading Recovery belongs on the restructuring agenda of American education, this booklet introduces educators and others to how Reading Recovery works, how teachers are trained to use the program, and how it can be implemented in a school or district. Sections of the booklet are: Introduction; Overview of Reading Recovery; How Reading Recovery Works; Personnel Roles in Reading Recovery; Getting Started; and Reading Recovery as a Systematic Intervention. (RS)

AN: EJ442369
AU: Escamilla,-Kathy; Andrade,-Anna
TI: **Descubriendo La Lectura: An Application of Reading Recovery in Spanish.**
PY: 1992
JN: Education-and-Urban-Society; v24 n2 p212-26 Feb 1992
AV: UMI
NT: Theme issue with title "Diversity and Literacy in Schools: Issues for Urban Society."
DE: Bilingual-Education; Case-Studies; Grade-1; Hispanic-Americans; Language-Proficiency; Literacy-Education; Primary-Education; Reading-Instruction; Urban-Schools; Urban-Youth
DE: *Elementary-School-Students; *Language-of-Instruction; *Limited-English-Speaking; *Minority-Group-Children; *Reading-Programs; *Spanish-Speaking
AB: Research suggests that use of a child's native language in initial literacy instruction is beneficial. The Descubriendo la Lectura (DLL) Spanish-language application of the English Reading Recovery Program is described as implemented for one Spanish-speaking first grade boy. The DLL program capitalizes on strengths children demonstrate in reading. (SLD)

AN: EJ439141
AU: Stebbins,-Jo-Ann; Vliek,-Mary-G.
TI: **Emphasis: Early Intervention.**
PY: 1991
JN: Arizona-Reading-Journal; v20 n1 p33-34 Fall-Win 1991
DE: Grade-1; Primary-Education
DE: *Early-Intervention; *Reading-Programs; *Remedial-Reading
AB: Describes the Reading Recovery program at Pleasantview Elementary School in Hastings, Michigan--an intensive one-to-one intervention program for the poorest readers in first grade classrooms. (SR)

AN: EJ434264
AU: Goldenberg,-Claude

TI: **Learning to Read in New Zealand: The Balance of Skills and Meaning.**
PY: 1991
JN: Language-Arts; v68 n7 p555-62 Nov 1991
AV: UMI
NT: Themed Issue: Skill, Skilled, or Skills?
DE: Elementary-Education; Foreign-Countries; Oral-Reading; Reading-Processes; Reading-Strategies; Reading-Writing-Relationship; Writing-Instruction
DE: *Reading-Instruction; *Reading-Skills; *Teaching-Methods; *Word-Recognition
AB: Focuses on the issues of skills in reading instruction in New Zealand. Feels that instruction can maintain a reciprocal and mutually supportive relationship between teaching word-level strategies and comprehension strategies. (MG)

AN: EJ432648
AU: Stewart,-Paula-A.
TI: **Reading Recovery: An Early Intervention Program.**
PY: 1990
JN: Ohio-Reading-Teacher; v25 n1 p30-36 Fall 1990
AV: UMI
DE: Grade-1; Primary-Education; Program-Descriptions; Reading-Programs
DE: *Early-Intervention; *Remedial-Reading
AB: Describes the Reading Recovery program, including the diagnostic survey, getting students started in the program, the lesson plan format, and teacher training. (MG)

AN: EJ432372
AU: Greenberg,-Barbara; And-Others
TI: **Project Prevent--One School District's Approach to Reading Recovery.**
PY: 1991
JN: Illinois-School-Research-and-Development; v27 n2 p70-75 Win 1991
AV: UMI
DE: Grade-1; Primary-Education; Program-Descriptions; Reading-Ability; Reading-Improvement; Whole-Language-Approach
DE: *Early-Intervention; *Reading-Instruction; *Reading-Programs
AB: Discusses a reading intervention program called Project Prevent that is based upon the principles of Reading Recovery. Describes the major elements of the program: screening and selection procedures, lesson components, transition, and posttesting. (MG)

AN: EJ428632
AU: Weaver,-Constance
TI: **Whole Language and Its Potential for Developing Readers.**
PY: 1991
JN: Topics-in-Language-Disorders; v11 n3 p28-44 May 1991
AV: UMI
NT: Theme Issue: Whole Language Theory and Practice: Implications for the Language Impaired.
DE: Beginning-Reading; Educational-Principles; Reading-Instruction; Remedial-Instruction; Student-Development; Teaching-Methods
DE: *Reading-Difficulties; *Whole-Language-Approach
AB: This paper discusses major principles characterizing the whole language philosophy of teaching and learning; assumptions of the mechanistic and relational paradigms; whole language practices such as the Shared Book Experience and Reading Recovery for helping students with reading difficulties; and the potential of whole language for developing readers, writers, and learners. (JDD)

AN: EJ428362
AU: Hamill,-Jennifer; And-Others
TI: **As We See It; Classroom Teachers View Reading Recovery.**
PY: 1991
JN: Reading-Horizons; v31 n5 p439-48 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Beginning-Reading; Grade-1; Primary-Education; Program-Descriptions; Remedial-Reading; Teacher-Attitudes; Teacher-Education
DE: *Teaching-Experience; *Teaching-Skills
AB: Presents, in a question-and-answer format, the views of two first grade teachers new to the Reading Recovery program. Explains the program and its impact on the students and teachers. (RS)

AN: EJ428361
AU: Jones,-Noel-K.
TI: **Helping to Learn: Components and Principles of Reading Recovery Training.**
PY: 1991
JN: Reading-Horizons; v31 n5 p421-38 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Beginning-Reading; Grade-1; Primary-Education; Program-Descriptions; Remedial-Reading
DE: *Teacher-Education; *Teaching-Skills
AB: Describes program components or experiences that support and foster Reading Recovery teacher training. Explores the role of behind-the-glass lessons in developing teachers' understandings and teaching skills. Proposes several basic principles of Reading Recovery's approach to teacher education. (RS)

AN: EJ428359
AU: Lyons,-Carol-A.
TI: **Reading Recovery: A Viable Prevention of Learning Disabilities.**
PY: 1991
JN: Reading-Horizons; v31 n5 p384-408 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Case-Studies; Comparative-Analysis; Educational-Research; Educational-Testing; Grade-1; Kindergarten-; Primary-Education
DE: *Instructional-Effectiveness; *Learning-Disabilities; *Remedial-Instruction; *Student-Placement
AB: Provides a detailed case study of a first grade student labeled as learning disabled (LD). Describes the stark contrast between the student's LD instruction and the specially tailored Reading Recovery instruction. Concludes that the student was instructionally disabled, not learning disabled. (RS)

AN: EJ428358
AU: Gaffney,-Janet-S.
TI: **Reading Recovery: Getting Started in a School System.**
PY: 1991
JN: Reading-Horizons; v31 n5 p373-83 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: High-Risk-Students; Primary-Education; Program-Descriptions
DE: *Beginning-Reading; *Program-Implementation; *Remedial-Reading

AB: Suggests a schema for school personnel interested in planning for the implementation of a Reading Recovery program. Emphasizes that Reading Recovery is a system of intervention, not a bag of tricks or quickie methods. Describes the nature of full implementation, its importance, and how to plan for it. (RS)

AN: EJ428357
AU: Clay,-Marie-M.
TI: **Why Is an Inservice Programme for Reading Recovery Teachers Necessary?**
PY: 1991
JN: Reading-Horizons; v31 n5 p355-72 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Grade-1; High-Risk-Students; Primary-Education; Program-Descriptions
DE: *Beginning-Reading; *Inservice-Teacher-Education; *Preservice-Teacher-Education; *Program-Implementation; *Reading-Failure; *Remedial-Reading
AB: Describes the four aspects of the Reading Recovery program: (1) the teaching of children; (2) the training of teachers; (3) the training of teacher leaders; and (4) implementing the program in an education system and coordinating the long-term prevention strategy. Notes that a critical factor in the program is the training of teachers. (RS)

AN: EJ421246
AU: Hill,-Lola-Bailey; Hale,-Mary-Groenewoud
TI: **Reading Recovery: Questions Classroom Teachers Ask.**
PY: 1991
JN: Reading-Teacher; v44 n7 p480-83 Mar 1991
AV: UMI
DE: Elementary-Education; Phonics-; Program-Descriptions; Reading-Processes
DE: *Reading-Instruction; *Reading-Programs; *Reading-Skills
AB: Responds to five questions which are frequently asked about the purpose and nature of Reading Recovery, a popular and successful program. (MG)

AN: EJ413157
AU: Pinnell,-Gay-Su
TI: **Success for Low Achievers through Reading Recovery.**
PY: 1990
JN: Educational-Leadership; v48 n1 p17-21 Sep 1990
AV: UMI
DE: Primary-Education
DE: *High-Risk-Students; *Intervention-; *Literacy-; *Low-Achievement; *Reading-Strategies
AB: The Reading Recovery intervention program includes procedures for teaching children, recommended materials, a staff development program led by a teacher leader, and a set of interdependent administrative systems. The process involves familiar rereading, a running record analysis, writing a message, putting together a cut-up sentence, and reading a new book. Includes 20 references. (MLH)

AN: EJ348944
AU: Smith,-Joan
TI: **Reading Recovery in Central Victoria: What We Have Learnt.**
PY: 1986
JN: Australian-Journal-of-Reading; v9 n4 p201-08 Nov 1986

DE: Elementary-Education; Individual-Instruction; Program-Effectiveness; Reading-Skills; Reading-Teachers; Reading-Writing-Relationship; Teacher-Qualifications; Tutorial-Programs
DE: *Reading-Difficulties; *Reading-Improvement; *Reading-Instruction; *Remedial-Reading; *Tutoring-
AB: Assesses a program for the lowest achieving children in a classroom that enables them to function and make progress with their peers near the middle or upper levels of their class. Children are given 30 minutes of individualized training daily, with text reading and writing being the central elements. (NKA)

AN: ED321246
AU: Dunkeld,-Colin
TI: **Gaining Experience with Reading Recovery: A Pilot Project between Portland Public Schools and Portland State University.**
PY: [1990]
NT: 38 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: College-School-Cooperation; Grade-1; Higher-Education; Primary-Education; Program-Descriptions; Reading-Research; Teacher-Role
DE: *High-Risk-Students; *Instructional-Effectiveness; *Remedial-Reading
AB: A study examined the effectiveness of a pilot Reading Recovery (RR) program. Guidelines for the project were set forth in a joint proposal by the Portland Public Schools and Portland State University. Subjects, 40 first grade students enrolled in the Portland Public School system and identified as at-risk, were given instruction equivalent to between 7 and 12 weeks, depending on the availability of trained RR teachers. Posttests were given to the subjects at the end of the school year. The pilot program encountered three problems which seriously affected its implementation: (1) uncertainties concerning the level of difficulty of the books used; (2) difficulties in accurately determining how to gauge the children's rates of progress; and (3) inadequate duration of instruction. Because of these problems, the study does not attempt to assess the pilot RR program. However, the experiences resulting from the pilot program indicated that there are many encouraging signs for the success of a full-fledged RR program. (Three tables and six figures of data are included, as is a postscript comparing the RR pilot project implemented independently in Portland and RR implemented under trained teacher leaders in sites in Ohio.) (RS)

AN: ED314741
AU: Anderson,-Richard-C.; Armbruster,-Bonnie-B.
TI: **Some Maxims for Learning and Instruction. Technical Report No. 491.**
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1990
NT: 15 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Guidelines-; Higher-Education; Modeling-Psychology; Observational-Learning; Theory-Practice-Relationship
DE: *Preservice-Teacher-Education; *Reading-Instruction; *Teaching-Methods
AB: Maxims derived from recent theory in learning and instruction and from reflection on excellent practice can be applied to teacher education, not only to improve the training of prospective teachers, but also to improve their ability to teach others. Especially useful are examples from Reading Recovery, a successful literacy training program. Some of the maxims include: (1) instruction should use a whole-to-part approach; (2) instruction should be rooted in authentic, real world situations; (3) instruction should foster flexibility through multiple perspectives; (4) instruction should be sensitive to the developmental progression of students; (5) instruction should assume an action orientation; (6) instruction should involve modeling; (7) instruction should involve

BEST COPY AVAILABLE

coaching; (8) instruction should involve scaffolding; and (9) instruction should foster reflection and articulation. The great irony of teacher education appears to be that prospective teachers are taught in ways that are inconsistent with the maxims of effective learning and instruction. An experimental preservice education course at the University of Illinois illustrates on a small scale how the maxims developed can be applied to teacher education. (RS)

AN: ED303790
AU: Pinnell,-Gay-Su; And-Others
TI: **Reading Recovery: Early Intervention for At-Risk First Graders. ERS Monograph.**
CS: Educational Research Service, Arlington, Va.
PY: 1988
AV: Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 ($18.00 subscriber; $36.00 nonsubscribers).
NT: 87 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Case-Studies; Grade-1; Instructional-Effectiveness; Longitudinal-Studies; Primary-Education; Reading-Strategies; Teaching-Methods
DE: *High-Risk-Students; *Reading-Difficulties; *Reading-Instruction
AB: This monograph presents information about Reading Recovery, describes the latest research concerning the program, and summarizes practical experience concerning the implementation of this innovation in reading instruction. Chapter 1 presents a general description of Reading Recovery instructional procedures. Chapter 2 contains three case studies that provide a more concrete look at how the program works with individual children and teachers. Chapter 3 discusses a longitudinal study conducted in the Columbus Public Schools to determine both the short-range and the long-range effects of Reading Recovery on a group of at-risk students. Chapter 4 describes the studies of Reading Recovery at sites throughout the state of Ohio during the years of 1985-86, 1986-87, and 198-88. Chapter 5 describes the Reading Recovery staff development component, along with studies of teacher training and development in program techniques. Chapter 6 presents suggestions for school districts or state agencies that wish to implement Reading Recovery. Thirty-three references and three appendixes containing a list of books used in Reading Recovery, a description of the alternative intervention program employed during the first year of the longitudinal study, and measures used to assess children in the Reading Recovery Program are attached. (MS)

AN: ED302841
AU: Lyons,-Carol-A.
TI: **Patterns of Oral Reading Behavior in Learning Disabled Students in Reading Recovery: Is a Child's Learning Disability Environmentally Produced?**
PY: 1988
NT: 23 p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Cues-; Grade-1; High-Risk-Students; Primary-Education; Reading-Instruction; Reading-Processes; Reading-Skills; Reading-Strategies; Reading-Writing-Relationship
DE: *Beginning-Reading; *Learning-Disabilities; *Reading-Difficulties; *Reading-Improvement
AB: A study compared two groups of failing first grade readers in the Reading Recovery program to determine what effect this type of instruction had over time on their reading patterns. Subjects, 60 failing first grade readers, 30 learning disabled (LD) children and 30 non-LD children, were randomly selected from urban, suburban, and rural elementary schools throughout Ohio. All of the subjects had experienced one year of instruction in kindergarten and none of the children had ever been retained. Data were collected from oral reading records, from entry to exit, during the 1986-1987 Reading Recovery instructional program for each of the 60 subjects. Results showed that the shift of the LD children to multiple cueing systems so that their reading error patterns were similar to the

non-LD group at the end of the program, and indicate the power the Reading Recovery program has to influence at-risk children's reading behavior. In addition, the LD group exited the program having received fewer lessons than the non-LD group, suggesting that the least able beginning readers in Ohio who were labeled learning disabled were not harder to teach than the at-risk readers who were not labeled learning disabled. Overall this study suggested that some learning disabilities may have been environmentally produced and can be altered. (Twenty-three references, 3 tables of data, and 2 figures are attached.) (RAE)

AN: ED301853
AU: Pinnell,-Gay-Su
TI: **Hollistic Ways To Help Children at Risk of Failure.**
PY: 1988
JN: Teachers-Networking:-The-Whole-Language-Newsletter; v9 n1 p1,10-12 Fall 1988
AV: Teachers Networking, Richard C. Owen Publishers, Inc., P.O. Box 819 Rockefeller Center Station, New York, NY 10185.
NT: 5 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Education; Reader-Text-Relationship; Reading-Materials; Reading-Processes; Reading-Writing-Relationship
DE: *High-Risk-Students; *Reading-Difficulties; *Reading-Improvement; *Reading-Programs; *Remedial-Reading
AB: Can teachers see where the reading process is going wrong in the first years of school? Marie M. Clay designed procedures called Reading Recovery to help young children at risk of failure in reading. In the first year of an Ohio pilot study over two-thirds of the children reached average levels in reading and were successfully released from the program. Children from the first 2 years of the study have been followed, and the evidence indicates that they have continued to make good progress in reading, maintaining their gains 2 years after participation in the program. Last year, the third year of the program, over 80% of Reading Recovery children were successfully released. The goal of the program is to help children develop an independent, self-generating system for reading, the kind that good readers have, so that they can keep on learning to read better as they gain experience. The program is based on the principle that children learn to read by reading and the focus of reading is always on meaning. The child participates daily in a one-to-one intensive lesson guided by a teacher who is specially trained to help children develop strategies while they are engaged in meaningful reading and writing tasks. Learning from the success of Reading Recovery, it is possible to draw some general principles for working with young children: invest in the professional development of teachers; provide oral language support for literacy learning; provide high quality reading materials; create massive opportunities for children to read and write; and increase the teachers' observational power. (Seventeen references are attached.) (RAE)

Reading Recovery: Evaluative, Feasibility and Technical Reports

AN: EJ445894
AU: Chapman,-James-W.; Tunmer,-William-E.
TI: **Recovering Reading Recovery.**
PY: 1991
JN: Australia-and-New-Zealand-Journal-of-Developmental-Disabilities; v17 n1 p59-71 1991
AV: UMI
DE: Prevention-; Primary-Education; Program-Effectiveness; Program-Implementation;

Research-and-Development; Theory-Practice-Relationship
DE: *Individualized-Instruction; *Instructional-Effectiveness; *Reading-Difficulties; *Reading-Instruction; *Remedial-Reading
AB: This paper describes the rationale and main elements of Reading Recovery, an individualized reading enhancement program which attempts to reduce the numbers of children with ongoing learning problems arising from early reading difficulties. Criticisms concerning the nature, research support, and implementation of the program are noted. More attention to basic metalinguistic skills is recommended. (Author/DB)

AN: EJ442889
AU: Dyer,-Philip-C.
TI: **Reading Recovery: A Cost-Effectiveness and Educational-Outcomes Analysis.**
PY: 1992
JN: ERS-Spectrum; v10 n1 p10-19 Win 1992
DE: Elementary-School-Students; Expenditure-per-Student; Grade-Repetition; Primary-Education
DE: *Beginning-Reading; *Cost-Effectiveness; *Early-Intervention
AB: Examines an early instructional intervention called "Reading Recovery" that provides individualized instruction for first grade students who need extra help in beginning reading. A model illustrates the long-term savings possible through the use of Reading Recovery compared to special education programs, grade retention, or Chapter 1 programs. (28 references) (MLF)

AN: EJ404265
AU: Pinnell,-Gay-Su
TI: **Reading Recovery: Helping At-Risk Children Learn to Read.**
PY: 1989
JN: Elementary-School-Journal; v90 n2 p161-83 Nov 1989
AV: UMI
DE: Case-Studies; Comparative-Education; Foreign-Countries; Primary-Education; Program-Descriptions; Program-Evaluation; Public-Schools; Remedial-Reading; Whole-Language-Approach
DE: *Elementary-School-Students; *High-Risk-Students; *Instruction-; *Reading-Difficulties; *Reading-Programs; *Teacher-Role
AB: Describes the implementation and evaluation of an early intervention program, Reading Recovery, designed to help young, at-risk children become writers. Research evaluation results in New Zealand and in the United States and a case study of a five-year-old child are presented. (BB)

AN: ED326842
AU: Gaffney-Janet-S.; Anderson,-Richard-C.
TI: **Two-Tiered Scaffolding: Congruent Processes of Teaching and Learning. Technical Report No. 523.**
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1991
NT: 16 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Grade-1; High-Risk-Students; Models-; Primary-Education; Teacher-Student-Relationship
DE: *Learning-Processes; *Learning-Strategies; *Reading-Instruction; *Teacher-Education
AB: A two-tiered scaffolding model can be used to explain the complex and critical relationships between the teaching and learning of teachers and the students they teach. The first tier of scaffolding is a teacher, or someone else who qualifies as a more capable other, providing support for a student. The second tier depicts the support necessary to assist an adult in supporting a child

in a manner consistent with the method located on the first tier. The two-tiered scaffold illustrates the integral, interactive relationship between the processes used to prepare experts and the method used to teach novices. Reading Recovery, a supplemental program for first-grade children who are at risk of reading failure, can be seen as an instantiation of Vygotsky's theoretical framework and illustrates the two-tiered scaffolding model. (Twenty-seven references are attached.) (Author/SR)

AN: ED326839
AU: Leitner,-David
TI: **Portland Reading Recovery Program 1989-90 Evaluation Report. Year 1.**
CS: Portland Public Schools, OR. Research and Evaluation Dept.
PY: 1990
NT: 48 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Early-Intervention; Grade-1; Learning-Problems; Primary-Education
DE: *Program-Effectiveness; *Reading-Achievement; *Reading-Difficulties; *Reading-Improvement; *Reading-Skills; *Remedial-Reading
AB: This report on a study of the first year of implementation of the Portland Reading Recovery Program assesses the current status of the program in terms of program planning, teacher outcomes, student outcomes, and parent involvement. Following preliminary data about the 91 first graders and their teachers who were involved in the program, the report discusses findings that suggest that: (1) the program was successfully planned and implemented; (2) the participating teachers (11 teachers in 8 schools) successfully completed an intensive training program that included reading and writing theory and application; (3) the program increased students' reading achievements and concepts about themselves as readers; and (4) the administrators, classroom teachers, and parents supported the program. Data for this report (gathered through interviews, document analysis, test scores, survey questionnaires and observations) are presented in seven tables, two figures, and five appendixes. (KEH)

AN: ED320131
AU: Zajano,-Nancy-C.
TI: **Reading Recovery and ESEA Chapter 1: Issues and Possibilities.**
CS: Ohio State Univ., Columbus. Coll. of Education.
PY: 1989
NT: 29 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Comparative-Analysis; Educational-Planning; Primary-Education
DE: *Beginning-Reading; *High-Risk-Students; *Instructional-Effectiveness; *Reading-Instruction
AB: The simultaneous implementation of Reading Recovery (an early intervention program designed to help children "at risk" of failure in their first year of reading instruction) and Chapter 1 programs in schools raises a number of issues as educators attempt to provide effective reading instruction within the policies and guidelines of both programs. This paper discusses five implemention issues and possible ways of addressing them. The issues are: (1) selection of students; (2) evaluation of effectiveness of Chapter 1 and Reading Recovery Programs; (3) number of students served; (4) coordination of reading instruction; and (5) accounting for Chapter 1 funds used in support of Reading Recovery Services. Each issue is examined in turn and possibilities and/or suggestions for the resolution of each are discussed. The implication of this analysis is that both Chapter 1 and Reading Recovery policies and practices may need to be adjusted so that each may accommodate the instructional and accountability needs of the other. To accommodate both approaches, educators need to address the dilemmas surrounding these issues. (Twenty-seven references are attached.) (RS)

BEST COPY AVAILABLE

AN: ED320125
AU: Clay,-Marie-M.
TI: Reading Recovery in the United States: Its Successes and Challenges.
PY: 1990
NT: 31 p.; Speech presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Foreign-Countries; Grade-1; Instructional-Effectiveness; Primary-Education; Program-Descriptions; Theory-Practice-Relationship
DE: *High-Risk-Students; *Reading-Instruction; *Reading-Research
AB: Presented by the originator of the project, this speech addresses Reading Recovery as a prevention model to reduce literacy problems, as a model of what an early intervention strategy based on grounded theory looks like, and as a breakthrough in a conceptual barrier pointing to what is possible. Sections of the speech include: (1) "Who Needs a Reading Recovery Program?"; (2) "Reading Recovery in New Zealand, 1984-1988: National Implementation"; (3) "What Is Possible?: A Grounded Approach to Theory and Practice"; (4) "What Was Possible in Ohio?"; and (5) "Some Challenges for Further Research." The speech argues that the name "Reading Recovery" is misleading: what most people miss is that it is a literacy program to be evaluated as overcoming problems in both reading and writing. (Two tables of data are included; 33 references are attached.) (RS)

AN: ED299556
AU: Clay,-Marie-M.
TI: Studying Developmental Change with a Successful Intervention.
PY: 1988
NT: 20 p.; Paper presented at the Fifth Australian Developmental Conference in affiliation with the International Society for the Study of Behavioral Development (Sydney, Australia, August 22-28, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Foreign-Countries; Reading-Failure; Reading-Processes; Reading-Skills; Reading-Writing-Relationship
DE: *Reading-Difficulties; *Reading-Improvement; *Reading-Instruction; *Reading-Programs; *Reading-Strategies
AB: This paper addresses cognitive issues raised by the success of an early reading intervention program, Reading Recovery (originated in New Zealand and also used in Australia and the United States,) in which the great majority of students move from low reading achievement to average achievement for their age group within 12-15 weeks. The first section of the paper maintains that low achievers demonstrate fewer and less efficient use of the interacting strategies involved in reading acquisition. Also addressed in this section is the assertion that while some approaches seek to break the cycle of interacting deficits with a single emphasis treatment program for all children, the Reading Recovery program posits a complex model which assumes that the child is constructing a complex read/write action system which will only work efficiently if all subcomponent skills are being acquired, and that the child needs to learn in ways which foster an independent, self-improving way of functioning. The second section of the paper deals with the instructional implications of such a model, involving individualized instruction within a standardized framework of lesson activities to ensure daily coverage of the necessary subcomponent skills, primarily in a meaningful context. The third section describes the 30-minute daily lesson and the cognitive issues involved. The fourth section of the paper describes the progressive changes which occur as children move from interacting deficits to a self-improving system, and the final section discusses developmental issues. One table is included, and 16 references are attached. (SR)

AN: ED344189
TI: **Review of Data Concerning the Reading Recovery, Turning Point, and Hispanic Reading Programs.**
CS: San Diego Unified School District, CA. Planning, Research and Evaluation Div.
PY: 1992
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Research; Elementary-Education; Hispanic-Americans; Instructional-Effectiveness; Language-Arts; Program-Evaluation; Teacher-Expectations-of-Students
DE: *Inservice-Teacher-Education; *Instructional-Innovation; *Reading-Instruction; *Reading-Programs
AB: A study reviewed the data on three innovative San Diego, California Unified School District programs: the Reading Recovery program, Turning Point project, and the Hispanic Reading project. The Reading Recovery Program is an intensive, individualized program focused on improving first-grade student reading skills, serving approximately 80 students at 4 schools. The Turning Point program is a teacher training program focused on teacher expectations and learning styles for approximately 133 teachers, grades K-6, in 27 schools. The Hispanic Reading program, also primarily a teacher-training program, focuses on improving language arts programs consistent with California's "Language Arts Framework" for students in grades two through six. It employs innovative approaches, such as student writing portfolios and Socratic seminars, and serves approximately 63 teachers in 11 schools. Results indicated that: (1) Reading Recovery was the most expensive program, while Hispanic Reading and Turning Point were about equal in cost per pupil; and (2) program benefits were more difficult to quantify, but teachers in all three programs were enthusiastic and reported positive effects for their students. The analysis did not produce a ranking of the programs or a comparative cost/benefit analysis. Findings suggest that these programs are innovative efforts in the areas of direct support services, improved teaching practice that emphasizes increased expectations and concern for student welfare, and curriculum reform. (Four tables of data are included.) (RS)

AN: ED343108
AU: Pollock,-John-S.
TI: **Reading Recovery Program 1990-91. Final Evaluation Report. Elementary and Secondary Education Act-Chapter 1.**
CS: Columbus Public Schools, OH. Dept. of Program Evaluation.
PY: 1991
NT: 88 p.; For 1989-90 report, see ED 327 821.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Compensatory-Education; Early-Intervention; Family-Involvement; Grade-1; High-Risk-Students; Individual-Instruction; Primary-Education; Program-Evaluation; Reading-Improvement; Reading-Programs; Reading-Research
DE: *Beginning-Reading; *Instructional-Effectiveness; *Remedial-Reading
AB: The purpose of the 1990-91 Reading Recovery Program in the Columbus, Ohio public schools was to provide early intervention to underachieving first-grade pupils who appeared unlikely to read successfully without intensive instruction. The program featured individualized one-on-one lessons provided by specially trained teachers. The lessons were based upon diagnostic instruments designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies. Daily 30-minute individualized lessons included a variety of instructional activities designed to help pupils develop reading strategies. The major evaluation effort was accomplished through administration of Metropolitan Achievement Tests and locally constructed instruments. The program served 297 pupils in 38 elementary schools, with an average pupil enrollment of 64.8 days. Of this group, 139 students were included in the evaluation sample. Results indicated that the three desired outcomes were met: (1) 69.8% of the pupils had a normal curve equivalent (NCE)

gain of 3.0 or better; (2) 96.1% of the pupils were not retained in grade 1; and (3) 98.1% of the pupils had parental involvement. Results also indicated that 80.8% of the teachers believed the program was of value to their pupils, and that the program was expensive in comparison to other compensatory programs. Findings support the continuation of the program. (Eight specific recommendations and 23 tables of data are included; survey instruments, record-keeping sheets, and comments from the classroom teacher survey are attached.) (RS)

AN: EJ428363
AU: Asmussen,-Linda; Gaffney,-Janet-S.
TI: **Reading in Families: A Research Update.**
PY: 1991
JN: Reading-Horizons; v31 n5 p449-52 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Grade-1; High-Risk-Students; Primary-Education; Reading-Research
DE: *Family-Environment; *Parent-Student-Relationship
AB: Describes an ongoing study exploring reading in the families of a sample of Reading Recovery children in Illinois. (RS)

AN: ED327821
AU: Pollock,-John-S.; And-Others
TI: **Language Development Component Compensatory Language Experiences and Reading, CLEAR-Reading Recovery Program, 1989-90. Final Evaluation Report.**
CS: Columbus Public Schools, Ohio.
PY: 1990
NT: 89 p.; For 1988-89 report, see ED 315 748.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Early-Intervention; Grade-1; High-Risk-Students; Individualized-Reading; Primary-Education; Reading-Achievement; Reading-Comprehension; Reading-Programs; Reading-Research; Underachievement-
DE: *Compensatory-Education; *Reading-Diagnosis; *Reading-Improvement; *Reading-Instruction; *Remedial-Reading
AB: The 1989-90 Compensatory Language Experiences and Reading-Recovery (CLEAR-RR) Program of the Columbus, Ohio Public Schools was implemented to provide early intervention to 514 underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. The 184 pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons or were successfully discontinued from the program and reported valid scores for the pretest and posttest. The major evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests (MAT6). Results indicated that the program met each of the three desired outcomes: (1) over half of the students had a normal curve equivalent gain of 3.0 or better; (2) 90% of the students were not retained in the first grade; and (3) 95% had parental involvement in the program. Findings support continuation of the CLEAR-RR program. (Eight additional recommendations and 24 tables of data are included; survey instruments are attached.) (RS)

AN: ED316857
AU: Rentel,-Victor-M.; Pinnell,-Gay-Su
TI: **Stake That Claim: The Content of Pedagogical Reasoning.**
PY: 1989
NT: 21 p.; Paper presented at the Annual Meeting of the National Reading Conference (39th,

Austin, TX, November 28-December 2, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Research; Instructional-Effectiveness; Reading-Instruction; Teacher-Education; Teaching-Methods
DE: *Deduction-
AB: This study was conducted to describe and compare the content of pedagogical claims and supporting arguments. Subjects were 12 experienced teachers who participated in a year-long training program to prepare them to be Reading Recovery teachers. Teachers worked with children daily in 30-minute lessons and met in weekly seminar sessions with a group of peers for observation and subsequent discussion. Each teacher was engaged in a cycle of tutoring a child while being observed by the other 11 members of the group, observing others in the group teach, and critically analyzing each teaching session for an hour under the guidance of a teacher who raised questions about premises, grounds, backing, and warrants for arguments advanced during each critique. Results indicated that teachers appeared to have stereotypic models for problems linked to evasive steps designed to avoid or remedy problems. The most prevalent premises asserted by these teachers focused on the assessment of pupil comprehension and learning whether directly from a prior lesson or from the retention of prior learning. The resources around which teachers plan, the subject matter they teach, their knowledge of the subject matter, and the social and theoretical dimensions of their pedagogical knowledge influenced their interpretations and representations of subject matter, though not nearly as much as cues in the teaching situation itself. A form of meta-argument emerged in the final training session. The data indicated that practical reasoning can be taught and learned, although not necessarily through direct didactic methods. (Two tables of data are included, and 28 references are attached.) (MG)

AN: ED313674
AU: Anderson,-Richard-C.; And-Others
TI: A Modest Proposal for Improving the Education of Reading Teachers. Technical Report No. 487.
CS: Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
PY: 1989
NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Higher-Education; Microteaching-; Teacher-Education-Programs; Teacher-Improvement; Teacher-Interns
DE: *Methods-Courses; *Preservice-Teacher-Education; *Reading-Teachers; *Student-Teachers; *Videotape-Recordings
AB: A gap exists between talk about teaching that is featured in most preservice teacher education and the working knowledge and problem-solving expertise that characterize skilled teaching. This gap exists because typical teacher training does not embody the principles of modeling, coaching, scaffolding, articulation, and reflection. Three methods which make use of these principles include reciprocal teaching, Reading Recovery, and the Kamehameha Early Education Program (KEEP) in Hawaii. These same principles can and should be applied more broadly to the education of reading teachers. One way prospective teachers can witness authentic practice is through the use of videotapes of real classrooms. Videotechnology would increase the value of the classroom experience for the teacher trainee and decrease the time and energy the education professor would otherwise have to spend on ancillary matters. This time could be invested in scrutiny of the trainees' videotaped lessons. Prospective teachers could be trained to analyze each other's tapes, an experience which would afford more than the implementation of a lesson containing good and improvable points. It provides a forum for prospective teachers to reflect on a teaching experience, share their ideas, support their suggestions, and gain insight into the nature of teaching. The professor's theoretical information comes to life as a result of its contextualization. The use of videotapes in these ways offers the most feasible avenue open to improve the quality of teacher education and assure higher returns on the nation's investment in literacy. (MG)

BEST COPY AVAILABLE

AN: ED313668
AU: Thomas,-Phyllis-M.
TI: **Language Development Component, Compensatory Language Experiences and Reading: CLEAR--Reading Recovery Program 1987-88. Final Evaluation Report.**
CS: Columbus Public Schools, OH. Dept. of Evaluation Services.
PY: 1989
NT: 154 p.; For 1986-87 report, see ED 290 139.
PR: EDRS Price - MF01/PC07 Plus Postage.
DE: Grade-1; Individualized-Reading; Primary-Education; Reading-Achievement; Reading-Comprehension; Reading-Programs; Reading-Research; Underachievement-
DE: *Compensatory-Education; *Reading-Diagnosis; *Reading-Improvement; *Reading-Instruction; *Remedial-Reading
AB: The 1987-88 Compensatory Language Experiences and Reading-Recovery (CLEAR-RR) Program of the Columbus, Ohio Public Schools was implemented to provide early intervention to 393 underachieving first-grade pupils in Columbus, Ohio schools who appeared unlikely to learn to read successfully without intensive instruction. The program's two major goals were to develop and provide CLEAR-RR for the first grade pupils and to adapt and apply the inservice program for teachers. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. Pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons. Activities included reading and rereading books while the teacher maintained a record of strategies and errors, writing and reading stories, identifying letters, and analyzing sounds in words. Students discontinued the program when they had successfully achieved predetermined levels on the Reading Recovery Diagnostic Survey and the vocabulary and comprehension subtests of the Comprehensive Tests of Basic Skills, Levels B and C. Analyses of the standardized test data included comparison of Total Reading scores, pretest to posttest, using percentiles and Normal Curve Equivalents. Results indicated that: (1) the 271 students who completed the program gained an average of 9.6 NCEs; and (2) a staff survey, principal survey, and parent survey indicated that respondents generally viewed the program as effective. Recommendations include continuing the program. (Thirty-three tables of data are included; survey instruments, results, and comments are attached.) (RS)

AN: ED296464
AU: Yukis,-Joseph-F.
TI: **Reading Recovery: Early Help for At-Risk Readers.**
PY: 1988
JN: Updating-School-Board-Policies; v19 n4 p1-3 Apr 1988
NT: 5 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Education; High-Risk-Students; Individualized-Education-Programs; Individualized-Instruction; Primary-Education; Reading-Diagnosis; Reading-Failure; Reading-Improvement; Reading-Tests; Teacher-Education
DE: *Reading-Instruction; *Reading-Programs; *Reading-Strategies; *Remedial-Instruction; *Remedial-Programs
AB: This newsletter describes the Reading Recovery program, developed in New Zealand to help low-achieving first-grade students "recover" 90 percent of average first-grade reading and writing skills after 12 to 18 weeks of intensive instruction. It is currently being implemented by school districts in the United States as well--statewide in Ohio and in school districts in Arizona, Texas, and South Carolina. Based on extensive research into the way good students learn to read effectively, the Reading Recovery program begins with a diagnostic test of first-graders' basic reading skills. Students at the bottom 20 percent of the class are then assigned individually, four per teacher, for daily half-hour, one-on-one Reading Recovery lessons that blend traditional reading instruction with modern whole language techniques. A two-part training program first certifies

teacher-leaders at Ohio State University and then assigns them as teacher-trainers to local schools with a Reading Recovery program. Selected teachers begin with a one-week summer workshop on how to give and interpret the Reading Recovery Diagnostic Survey. Supervised by a leader, these teachers learn while working with at-risk students. Funding alternatives and addresses for more information are included with the newsletter. (TE)

AN: ED295131
AU: Lyons,-Carol-A.
TI: **The Effect of Instruction on the Oral Reading Behaviors of Children Classified as Learning Disabled.**
PY: 1988
NT: 21 p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Comparative-Analysis; Grade-1; High-Risk-Students; Holistic-Approach; Primary-Education; Reading-Instruction; Reading-Research; Reading-Strategies
DE: *Learning-Disabilities; *Oral-Reading; *Reading-Programs; *Remedial-Reading
AB: To compare the effect of remedial reading instruction over time on reading error patterns of at risk readers further classified as "learning disabled" (LD) with non-LD failing readers, a study examined 60 randomly selected children from a population of low achieving first graders in urban, suburban, and rural elementary schools throughout Ohio. Thirty at-risk readers were randomly selected from a total population of 110 least able children who were further classified as LD by local teams of reading professionals. Both LD and non-LD students participated in the Reading Recovery program, which employs holistic reading and writing tasks to help children develop effective reading strategies. Data was collected from oral reading records (running records) from entry to exit during the 1986-1987 Reading Recovery program for each subject. Results indicated that the nature of beginning reading instruction appears to influence reading behaviors of the LD readers. Both LD and non-LD groups became more alike as they progressed through the Reading Recovery program, and no significant differences existed between the oral reading error patterns of the two groups at the time of exit. (Three tables of data are included, and 17 references are appended.) (MM)

Miscellania

AN: ED345198
AU: Jones,-Joanna-R., Ed.
TI: **Reading Recovery.**
CS: International Reading Association. Arizona State Council.
PY: 1992
JN: Arizona-Reading-Journal; v20 n2 Spr-Sum 1992
AV: Editor, Arizona Reading Journal, P.O. Box 1183, Peoria, AZ 85380-1183 (single copy $2.00).
NT: 89 p.; Cover maxim: "Celebrate Arizona's Reading Communities".
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Class-Activities; Elementary-Secondary-Education; Reading-Programs; Reading-Teachers
DE: *Inservice-Teacher-Education; *Reading-Instruction
AB: This issue of the Arizona Reading Journal focuses on the theme "reading recovery" and includes the following articles: "Why Is an Inservice Programme for Reading Recovery Teachers Necessary?" (Marie M. Clay); "What Is Reading Recovery?" (Gay Su Pinnell); "Teaching a Hard To Teach Child" (Constance A. Compton); "Reading Recovery in Arizona--A Collaborative Effort" (Pi A. Irwin and Judy Nichols); "Descubriendo la lectura: Promising Practices in Literacy for Language Minority Students" (Olivia Ruiz); "Sensitive Teaching: Respect for Diversity and Faith in Ability" (Kyle D. Shanton); "Parallels in Learning: From A Teacher Leader's Perspective" (Diana Brena and

others); "A Principal's Perspective on Reading Recovery" (Kent Davis); "Personal Reflections of Teachers in Training" (Marolyn Haws and Stephanie Tennille); "Observations of First Grade Students' Reading and Writing" (Kathleen McDonough); "A Strategy To Promote Main Idea Comprehension" (Lane Roy Gauthier and John Bishop); "One Moment Can Change the World" (Sigmund A. Boloz); "Humor in the Classroom: Can Teachers Use It with Class?" (Larry Barron); "NCEs, Small n, and Chapter I Assessment" (Ronald S. Carriveau); "Measuring Attitude toward Reading: A New Tool for Teachers (Michael C. McKenna and Dennis J. Kear); "To Tempt A Child" (Sigmund A. Boloz); "First Graders Get 'Running Start' for 21st Century" (Bev Cuthbertson); "From Research to Practice: Issues in Content Reading Using Text To Affect Conceptual Change in Science" (Barbara Guzzetti); "The Dilemma of the Adult Learner" (Karen Mills); "Storyboarding To Make Videos: An Integrated Language Art Activity" (William J. Valmont); and "Environmental Print Strategies" (James F. Christie). Columns in the journal discuss literacy matters in Arizona and give legislative updates. (SR)

AN: ED340475
AU: Slavin,-Robert-E.; And-Others
TI: **Preventing Early School Failure: What Works? Report No. 26.**
CS: Center for Research on Effective Schooling for Disadvantaged Students, Baltimore, MD.
PY: 1991
NT: 23 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Academic-Failure; Class-Size; Educational-Media; Grade-1; Grade-Repetition; Kindergarten-; Low-Income; Preschool-Education; Primary-Education; Teacher-Aides; Tutoring-
DE: *Academic-Achievement; *Disadvantaged-Youth; *Early-Intervention; *Early-Reading; *Prevention-; *Reading-Failure
AB: This report summarizes research on the impacts of alternative early intervention programs to prevent school failure. Also considered are the magnitude of estimates of program effects and policy implications of using the programs. The nine principal types of early schooling programs reviewed are those involving: (1) substantial reductions in class size; (2) provision of instructional aides in the early grades; (3) preschool for 4-year-olds; (4) extended-day kindergarten; (5) retention in kindergarten and first grade; (6) provision of transitional first grade, developmental kindergarten, and other extra-year programs for immature or at-risk children; and (7) one-to-one tutoring; and (8) IBM's Writing to Read Program; and (9) Success for All program. The review concludes that among the nine strategies, the most effective by far for preventing early school failure are those that involve one-to-one tutoring in reading for first graders, especially in structured models that use well-trained certified teachers as tutors. Such programs not only have the greatest immediate effects on reading achievement, but they are also the only programs known to have lasting effects, at least through the third grade. Appended are 62 references. (Author/GLR)

AN: EJ434256
AU: Ewing,-June-B.
TI: **President's Commentary: From At-Risk First Graders to Illiterate Adults: Breaking the Cycle.**
PY: 1991
JN: Journal-of-Clinical-Reading:-Research-and-Programs; v3 n3 p1-2 1990-91
DE: Adult-Literacy; Grade-1; Primary-Education; Reading-Difficulties; Reading-Processes
DE: *Early-Intervention; *High-Risk-Students; *Reading-Programs
AB: Discusses the adult illiteracy problem in the United States. Describes the Reading Recovery Program and a similar reading program at Georgia Southwestern College which place teacher education students with first graders to serve as reading pals. (MG)

AN: ED335641
AU: Landry,-Maureen-D.

TI: Developing Literacy among Kindergarten Children through the Implementation of Child Centered Activities Based upon Reading Recovery Principles.
PY: 1991
NT: 90 p.; Ed.D. Practicum, Nova University.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Beginning-Reading; Class-Activities; Kindergarten-Children; Literacy-; Parent-Role; Primary-Education; Reading-Writing-Relationship; Whole-Language-Approach
DE: *Kindergarten-; *Language-Acquisition
AB: A practicum provided child-centered activities for 20 kindergarten children during regular school hours. Goals for the practicum were to: (1) develop literacy; (2) increase social interaction between the teacher and the child through verbal and body language communication which weaves reading and writing into the relationship; and (3) obtain a shared commitment to literacy with the assistance and help of the parents and school staff. Child-centered activities utilizing the regular classroom facility and based upon reading recovery principles were used. Results showed a significant shift in students' attitude and performance towards reading, writing, and language. Results suggest that child-centered activities which wove reading, writing, and language behavior into the learning process developed literacy. The appendix provides three survey forms. (75 references; 8 tables) (SR)

AN: EJ428360
AU: Optiz,-Michael-F.
TI: Hypothesizing about Reading Recovery.
PY: 1991
JN: Reading-Horizons; v31 n5 p409-20 Jun 1991
AV: UMI
NT: Themed Issue: Reading Recovery.
DE: Grade-1; Primary-Education; Research-Needs
DE: *Beginning-Reading; *Instructional-Effectiveness; *Program-Effectiveness; *Remedial-Reading
AB: States and briefly discusses nine hypotheses concerning why the Reading Recovery program is successful. Calls for further research on why the program appears to work so that more may be learned about the program and the students it serves, and so that teachers can control the program instead of the program controlling the teachers. (RS)

AN: ED333336
AU: King,-James-R.
TI: Structural and Social Metaphors in Reading Recovery Training.
PY: 1990
NT: 24 p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Research; Grade-1; Higher-Education; Primary-Education; Program-Descriptions; Reading-Programs; Theory-Practice-Relationship
DE: *Teacher-Education; *Teacher-Educators
AB: A study described the theoretical, procedural, and social knowledge bases that comprise Reading Recovery as they unfolded during a year-long teacher leader training program. Subjects included seven teachers (including the researcher) enrolled in 18 hours of graduate coursework required for the year-long teacher leader training program. Data were collected for the entire duration of the training program. Fieldnotes, interview transcripts, and artifacts from the context (texts, handouts, etc) were collected; dated, and bound. A method of modified analytic induction was used to synthesize data into emergent categories. During data analysis, multiple data sources were used in an effort to triangulate any phenomenon. Results indicated that the major metaphors that permeated the training were: (1) working in a zone of proximal development; and (2)

scaffolding instruction within that zone. Results also demonstrated the pervasive authority of the text in the training for teacher leader training and in the training for Reading Recovery teachers. (RS)

AN: ED329945
AU: Allen,-Debra-G.
TI: A Literacy Program Improvement Plan for Low-Achieving First Graders Using Reading Recovery Strategies.
PY: 1991
NT: 70 p.; Ed.D. Practicum, Nova University.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Grade-1; Instructional-Effectiveness; Low-Achievement; Primary-Education; Program-Improvement; Reading-Instruction; Reading-Research; Reading-Skills; Remedial-Reading; Student-Needs
DE: *Individualized-Instruction; *Reading-Improvement; *Reading-Strategies
AB: A practicum was implemented to provide low-achieving first-grade students with individualized instruction that would teach strategies to assist them in becoming independent readers. Secondary goals were: (1) to implement and develop a Chapter 1 Reading Improvement Plan targeted for low achieving first graders; (2) to improve reading self-esteem; (3) to enhance students' listening, writing, and speaking skills; (4) to develop reading strategies; (5) to increase the student's awareness of print; and (6) for teachers to demonstrate various reading strategies used to improve reading abilities. Twelve Chapter 1 first graders were the focus of the practicum. The program improvement plan was implemented over an 8-month period, divided into five phases. The individualized instructional procedures remained systematic with the Reading Recovery Program's daily lesson format. The reading selections and strategies were based on participants progressing during each session. Some results fell below numerical expectation, but the participants' ability to use appropriate reading strategies far exceeded overall expectations. The reader's self-esteem also improved when provided with an instructional format which met his or her needs. Overall success was achieved when the student could utilize strategies as needed while reading. (Nine tables of data are included and 26 references are attached. Appendixes include: the Word List Pre/Posttest; Writing Vocabulary Pre/Posttest; Instructional Strategy Survey; the Parent Survey; and descriptions of the district's Informal Reading Inventory, running record, Ready to Read Series, Letter Identification Pre/Posttest, Concepts about Pre/Posttest, and Dictation Test Pre/Posttest.) (Author/MG)

AN: ED329923
AU: Wayson,-William-W.
TI: Sustaining Improvement: The Teacher's Role in Helping School Systems Learn.
PY: 1990
NT: 14 p.; Paper presented at the Annual Meeting of the Ohio Reading Recovery Program (Columbus, OH, February 5, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Change; Primary-Education; Teacher-Administrator-Relationship
DE: *Educational-Philosophy; *High-Risk-Students; *Remedial-Reading; *Teacher-Role
AB: One of the few efforts that arose in the 1980s that has much to teach the American educational system is Reading Recovery. Its contribution depends wholly upon what teachers do to make it work and what they do as professional educators to improve schooling for all America's children. Reading Recovery faces a variety of threats: it is educating children who were not supposed to be educated; it often is required to pass severe experimental requirements, yet the old programs were never tested; and it can be undermined by the desire to find shortcuts in implementing it. Teachers can do much to sustain improvements, if they: (1) adopt a "can-do" attitude; (2) do not wait for someone else to do it for them; (3) keep their enemies out in the open;

(4) do not expect to win them all or for any to be won easily; (5) teach all those who have ears to hear and eyes to see; (6) build a constituency; (7) nurture a corps of friends; and (8) know that what Reading Recovery teachers are doing is important. Reading Recovery will not reach every child; it has never claimed to do so. What it does claim to do, and it does it very well in the hands of well-trained and dedicated teachers, is to teach a greater proportion of the historically neglected children of the world than any other previous method has ever done, and it does it more efficiently and effectively. (RS)

AN: EJ422974
AU: Elkins,-John
TI: Getting Reading Difficulties in Perspective.
PY: 1990
JN: International-Journal-of-Disability,-Development-and-Education; v37 n1 p3-16 1990
DE: Beginning-Reading; Elementary-Secondary-Education; Intervention-; Literacy-; Reading-Research
DE: *Comparative-Education; *Reading-Difficulties; *Reading-Instruction; *Remedial-Reading; *Tutorial-Programs
AB: This review examines non-North American ideas about reading difficulties. Noted is the success of such tutorial programs as Reading Recovery, used in Australia, the United States, and New Zealand. The potential of a Vygotskian perspective on assessment and teaching for children experiencing reading difficulties is outlined. (Author/DB)

AN: EJ416400
AU: Jongsma,-Kathleen-Stumpf
TI: Training for Reading Recovery Teachers (Questions and Answers).
PY: 1990
JN: Reading-Teacher; v44 n3 p272-75 Nov 1990
AV: UMI
DE: Reading-Teachers; Teaching-Methods
DE: *Inservice-Teacher-Education; *Reading-Instruction; *Reading-Programs
AB: Offers an answer from Marie Clay and Barbara Watson concerning training for the Reading Recovery program. Provides a list of training sites available for interested readers. (MG)

AN: ED327818
TI: Reading Recovery 1984-1989. No. 4.
CS: Ohio State Univ., Columbus. Coll. of Education.
PY: 1989
NT: 13 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Beginning-Reading; Early-Intervention; High-Risk-Students; Literature-Reviews; Primary-Education; Program-Effectiveness; Program-Evaluation
DE: *Reading-Improvement; *Reading-Instruction; *Reading-Programs; *Reading-Research
AB: This research report documents the development of the Reading Recovery Program in the United States from its inception in 1984. The report provides summaries of the various empirical studies that have been conducted. The report concludes that: (1) evidence from the first years of implementation indicates that Reading Recovery has had positive outcomes for children initially determined to be at risk for failure in reading; (2) children retain their gains and continue to make progress at least 3 years after the intervention; (3) classroom teachers and parents have responded positively to the programs; and (4) Reading Recovery Teachers have reported growth in knowledge and in skill in teaching reading. (RS)

BEST COPY AVAILABLE

AN: ED314715
AU: Johns,-Jerry; Desmond,-Joann
TI: **At-Risk Students in Reading. Focused Access to Selected Topics (FAST) Bibliography No. 46.**
CS: ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
PY: 1990
NT: 5 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Annotated-Bibliographies; Beginning-Reading; Grade-1; Intervention-; Kindergarten-; Learning-Problems; Primary-Education
DE: *High-Risk-Students; *Reading-Difficulties; *Reading-Instruction; *Reading-Strategies
AB: Focusing on students who are at risk of failure in reading, this 26-item annotated bibliography offers strategies, instructional approaches, and motivational techniques to help those who deal with this group of students. The selections in the bibliography date from 1983 to 1989. The bibliography is divided into sections on general information, the Reading Recovery program, resources for beginning reading, and resources for elementary reading. (NKA)